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ABSTRACT

This guide contains profiles of 16 activities for young children to participate in while attending camp. Each profile contains the theme of the activity, a list of materials needs, a description of the activity itself, and an explanation of the teacher's role in the activity. The activities focus on: (1) songs and dances; (2) dramatic play; (3) puppetry and story telling; (4) parachute play; (5) picnicking; (6) cooking; (7) making bird feeders; (8) creating nature collages; (9) working with clay; (10) sorting and classifying; (11) making leaf imprints; (12) constructing leaf bracelets; (13) hide-and-seek; (14) star gazing; (15) watching camp fires; and (16) bug collecting. A list of children's books with a camping theme is included. (MDM)

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**Camp Animal Crackers**

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# A Message to Families

Dear Family:

As the most important people in your child's life, you can help encourage his or her creativity. As the ECRC proudly introduces its newest play center, **"CAMP ANIMAL CRACKERS,"** we hope to foster a learning of conserving nature, of respecting fire and its power, and of appreciating the multi-cultural beliefs of camping. While creating the play center, we have learned that many different cultures explore the wonders of nature for very different reasons. For Inuit families, camping is associated with the hunting and gathering of food, for Native Indians, camping is simply a way of life and for Americans and many other cultures, camping is basically a recreational adventure of "roughing it" and a peaceful escape from the pressures of our daily lives. We would like to invite family members to share your experiences and ideas with the class, as everyone will feel enriched from your participation.

Here are some ways to support self-expression through camping and nature, and at the same time, nurture self-esteem.

* **Observe, support, encourage**
  Watch and listen for spontaneous expressions of camping and exploring nature. Perhaps your child may sing a camp song while playing by the fireplace or brushing his / her hair. Remember that a little encouragement supports children, while too much praise can make a child uncomfortable.

* **Follow your child's lead**
  Let yourself join in children's nature play. Whether it be lying on the floor staring at imaginary stars, chasing butterflies around the kitchen or picnicking among teddy bears, they will be delighted to see you do it their way! Imitate a movement or sing back a line of their song. This validates their abilities instead of imposing outside values and expectations.

* **Listen together**
  Help your child become aware of all the sounds in nature. While talking a walk, listen for animal sounds, listen for sounds inside your home or have the children create nature sounds such as rain and thunder. The ability to listen is an important skill that your child will use throughout his / her schooling.

* **Light your child's spark**
  Next time your family enjoys the warmth of your fireplace, tear open a bag of marshmallows. Help your child appreciate the power of fire and how it can, when controlled, cook your favorite foods. But when fire is abused, it can cause very dangerous situations. Children will gain respect for their environments and even create ways to protect it. Create a treasure map with your child that leads the way to the "Lost Forest," or when preparing for your spring garden, help your child sort and classify the flower bulbs and seeds. Encouraging your child to make comparisons and identify patterns in nature, are key mathematical concepts which will serve as the foundation for future success at problem solving situations.

Again, we hope to challenge both you and your child in **"CAMP ANIMAL CRACKERS"** and sincerely wish that family members will share in the joy of spontaneous nature play and creative discovery.

Sincerely,

_____

Camp Counsellor
**CAMP ANIMAL CRACKERS**

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Music / Movement** **Week of: _____**

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**Materials:**

* A variety of nature / animal related songs for young children
  - A-Camping we will go
  - The ants go marching
  - If all the raindrops
  - Animal Crackers
  - Cozy Bug Twist
  - And the green grass grows
  - Teddy Bears' Picnic
  - Wise Old Owl
* Tape Recorder
* Headphones
* Music props
  - sticks, branches, rocks
  - picnic blanket / parachute
  - Teddy Bears
  - aluminum / camping pots

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**Children's Role / Procedures:**

**Objective:** To encourage the exploration of nature and camping by fostering self-expression through spontaneous music and movement. Self-created music and creative movement provides an avenue for children to express how they feel and what they are thinking, seeing and doing.

Music and movement activities help children develop the cooperation and sharing skills they need to interact positively with others. As children explore the way their bodies move, they practice such skills as balance, coordination, strength and muscle agility. This kind of creative expression provides an outlet for their feelings and helps to develop autonomy and self-expression.

**Ideas:**

* Mirror movements of animals
* Tribal "Rain" dance
* Listening games in which children name sounds in nature and match sounds with objects
* Experiment with nature objects such as sticks, leaves, pine cones and rocks to make musical sounds
* Create song variations by suggesting new words for familiar tunes
  - A-Camping we will go / A-Hiking we will go

**Teacher's Role / Questions:**

As the facilitator and supporter of spontaneous expression, you are responsible for creating a supportive environment by following children's leads, and by respecting and nurturing their free expression. Sometimes, it is appropriate to offer assistance to children who may need encouragement in order to elaborate their ideas. By offering props, such as sticks, rocks, and branches, or by offering to record their songs, this will help children to perform their masterpieces.

**Ways to Assist:**

- Model different movements such as jumping like a frog or swimming like a fish
- Acknowledge children's expressions gently, not intrusively
- Be a follower
- Introduce props
- Use different settings (i.e. gym, parachute, under a tree)
- Present problem solving situations
- Sing, echo-singing
- Invite family member to contribute

**Questions:**

- "Can I join in?"
- "How can we make your movement grow very big? Shrink very small?"
- "I'm going to hop like a rabbit to Camp Animal Crackers today because I feel so jumpy!"
- "How can we add props to this song?"

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Imaginary / Dramatic Play** **Week of: _____**

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**Materials:**

* Dress-Up clothes
  - Safari Hat
  - Binoculars
  - Sunglasses
  - Knapsack / Backpack
  - Walking stick
  - Teddy Bears
* Nature props
  - sticks, branches, rocks
  - picnic blanket / basket
  - flashlight
  - magnifying glass
  - Teddy Bears
  - aluminum / camping pots
  - bug / nets
  - fishing rods
* Camp fire
  - firewood
  - blankets
  - marshmallows
  - logs to sit on
* Music
* Tape recorder
* Paper cut-outs of stars, moon, sun etc.
* Parachute

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**Children's Role / Procedures:**

**Objective:** To encourage the exploration of nature and camping by facilitating children's imaginary self-expressions. Imaginary play enables children to grow emotionally, creatively, socially and cognitively. They learn to explore not only their surrounding environments, but more importantly, to discover themselves as unique and important individuals.

**Ideas:**

* Animal impressions and movement
  - acting out movements of different animals found in nature
* Tribal "Rain" dance
* Building a camp fire
  - looking for firewood, kindling
  - singing campfire songs
  - sharing camp stories
  - roasting marshmallows
* Cook-out
  - catching fish for supper
  - collecting water from the river

**Ideas: cont.'** * Looking at the stars
- lying on sleeping bags while looking at the stars
- locating the North star, Big & Little Dipper, Shooting stars

**Teacher's Role / Questions:**

The key aspect of imaginary play is that children create their own world of play based on their individual knowledge and understanding. As the teacher, your role is to support their world of play. By following the children's lead, by acknowledging their ideas, and by simply watching and listening, children learn to feel safe with their creativity and are more apt to display it in their own unique ways.

**Ways to Assist:**
* Acknowledge children's expressions gently, not intrusively
* Be a follower
* Introduce props
* Use different settings (i.e. gym, parachute, under a tree)
* Present problem solving situations
* Invite family member to contribute

**Questions:**
* "Can I join in?"
* "May I gather firewood while you prepare supper?"
* "I'm going to quack like a duck while you fish in the pond!"
* "How can we add props to our camp?"

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Circle Time (Listening / Speaking)** **Week of: _____**

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**Materials:**

| | | | |
|---|---|---|---|
| * | Puppets<br>- Owl<br>- Snake | * | Music |
| * | Puppet theater (if available) | * | Tape Recorder |
| * | Chart Paper | * | Markers |

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**Children's Role / Procedures:**

**Objective:** To encourage the exploration of nature and camping by actively involving children in group listening and speaking activities such as puppet plays, circle time, and individual camp stories.

**Ideas:**

* Children quietly listen to puppet plays put on by their teacher or fellow classmates
* Brainstorming ideas as a group
  - Teacher asks: "What animals would a camper find while camping in the woods?"
* Children communicate prior camping experiences
  - "Remember and Tell" Camping stories
  - "Create and Tell" Camping stories

**Teacher's Role / Questions:**

The teacher compiles a list of each child's story or ideas and writes them on chart paper during Circle Time. Such a summary often encourages children to refer to it at a later time and even stimulates imaginary and creative play. For the younger child, the summary facilitates letter recognition which later will lead to word comprehension and overall language understanding. Puppet plays presented by the teacher encourages modeling by the children. Children can act out the ideas the class contributed earlier or even create their own plays and stories.

**Questions:**

* "What animals would a camper find while camping?"
* "What would you pack for a camping trip?"
* "How would you dress when you go camping?"
* "What activities could you do while camping?"

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Parachute Play** **Week of: _____**

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**Materials:**

- Large, flat sheet (Queen size preferably)
- Music with varying tempos
- Tape Recorder
- Fabric Paint

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**Children's Role / Procedures:**

After the class decorate the sheet, the children can use it as a parachute to build their gross-motor movements and listening skills. Without the music initially, the children must sit around the parachute, hold onto a piece of it and stand up. The teacher can lead the activity by introducing terms such as up and down. by repeating these movements and using different words to describe your actions, the children slowly build confidence in themselves as active participants in the activity. Using the music, children can coordinate their movements to the music's rhythm. The teacher can introduce new movements such as shaking the parachute and even invite individual children to move around under the parachute (the teacher may have to demonstrate this while holding a child's hand).

**Teacher's Role / Questions:**

**Ways to Assist:**

- Allow the children to move and express themselves freely
- Change the setting of the Parachute play (i.e. outdoors)
- Encourage children to bend low when they go "down" and to reach high and jump when they go "up"
- When the children begin to tire, lay the parachute on the ground and invite everyone to have a few quiet moments
- Be sure to end the Parachute play with a few stretching activities, have the children take turns leading the rest of the group in "cool down"

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Teddy Bears' Picnic** **Week of: _____**

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**Materials:**

* Parachute
* Music
  - Teddy Bears' Picnic
* Books
  - Teddy Bears' Picnic
* Tape Recorder
* Blankets
* Picnic Basket
  - plates
  - forks, spoons, knives
  - cups
  - napkins

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**Children's Role / Procedures:**

Children can host a Teddy Bears' Picnic and invite other children to join in. Using their innate imaginations, they can pretend they are in the forest surrounded by bears. The teacher can help facilitate the "mood" by singing songs or reading books related to the Picnic Adventure. Using props such as a parachute or blankets, the picnic basket and children's very own teddy bears, the class can work together to create their own world of fantasy.

**Teacher's Role / Questions:**

Your delight in the Picnic Adventure provides an important model and contributes greatly to building a dramatic- and imaginary- rich environment. A teacher's free expressive movements invites everyone to join in and invent new ways to play. By moving the picnic setting outdoors, children will instinctively think in new ways to move and play.

**Ways to Assist:**

* Introduce open-ended movement games in which children can incorporate their teddy bears and their friends
  - "Simon says ... Touch you Teddy Bear's nose!"
* Have children take turns being the leader in picnic games such as Hokey Pokey and London Bridge
* Ensure that you always end with a "cool down" session after active group play. Using yoga-type movements and stretching exercises, children will be calm, refreshed and energized for the rest of the day

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Cooking: "Worms in Dirt Sundaes"** **Week of: _____**

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**Materials:**

* Oreo-type cookies, crushed
* Soft ice cream or frozen yogurt
* Gummy worms
* Spoons for mixing and serving
* Large mixing bowl
* Small serving bowls

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**Children's Role / Procedures:**

In a large bowl, combine all of the above ingredients. Serve in small bowls or drinking cups. Place in freezer if mixture becomes too soft.

Children love this activity because of its content and its "yukky" quality. During the process of this activity they will be able to develop cooperative learning techniques and problem solving skills. Additionally, because of the sharing of the group product, this activity also fosters a sense of community in the classroom as well as a boost for the children's self-esteem. This is also excellent for the development of measuring skills and personal hygiene habits needs in cookery.

**Teacher's Role / Questions:**

Although the role of the teacher is self-explanatory in kitchen experiences, the teacher is also responsible for children's safety and for stimulating questioning.

**Ways to Assist:**

* Introduce open-ended questions
  - "What color are the worms?"
  - "How many worms are there?"
  - "How do you think the worms feel in the ice cream?"
* Ensure proper hygiene and clean-up

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Art: "Bird feeders"** **Week of: _____**

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**Materials:**

- Birdseed
- Pinecones
- Peanut butter or flour paste
- Yarn cut into 16' lengths
- Scissors
- Plastic knives, plates, tray

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**Children's Role / Procedures:**

Place pine cones, a few plates of peanut butter and the birdseed on a tray in the center of the table in order to ensure easy access by several children. Allow the children to select a pinecone and a plastic knife from the tray. Have each child coat their pinecone with the peanut butter until it is completely covered. After the pinecone is coated, the children can roll it in the bird seed. When complete, they may chose a piece of yarn to make a loop on the top the pinecone for hanging. Set finished feeders aside to allow the peanut butter to harden. Once fairly dry, take the children on a Nature Walk to hang the feeders in the child's place of choice.

Small and large motor skills are developed in this activity as well as the opportunity to create a personal art product that will enhance the class play center. A sense of community is established due to the closeness of the working experience and a sense of pride in their finished product.

**Teacher's Role / Questions:**

A sensitivity to individual children's allergies to peanuts must be assessed prior to the commencement of this activity. If an allergy to nuts exists, flour paste is also an affective alternative. Teachers are supporting each child's own creative self-expression while encouraging cooperative and respectful skills. If a child exhibits inappropriate behavior during the activity, it is suggested that the child be redirected to another play center until he / she can regain focus.

**Ways to Assist:**

- Introduce open-ended questions
  - "Why are we using peanut butter?"
  - "What is birdseed made from?"
  - "Where are you going to hang your bird feeder in order to attract the most birds?"
- Ensure proper hygiene and clean-up

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Art: "Nature Collage"** **Week of: _____**

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**Materials:**

* 36' x 70' sheets of paper, newspaper
* Glue
* Paint
* Brushes, sponges
* Previously collected Nature "stuff"

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**Children's Role / Procedures:**

After covering the art table with newspaper and taping it into place, set out the materials. Allow children to create natural designs using their own innate artistic talents. Allow finished collages to dry and hang attractively throughout the classroom.

Small and large motor skills are developed in this activity as well as the opportunity to create a personal art product that will enhance the class play center. A sense of community is established due to the closeness of the working experience and a sense of pride in their finished product.

**Teacher's Role / Questions:**

Teachers are supporting each child's own creative self-expression while encouraging cooperative and respectful skills. If a child exhibits inappropriate behavior during the activity, it is suggested that the child be redirected to another play center until he / she can regain focus.

**Ways to Assist:**

* Introduce open-ended questions
  - "What nature stuff did you use?"
  - "What other nature stuff could we have collected?"
* Ensure proper hygiene and clean-up

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Art: "Animal Tracks"** **Week of: _____**

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**Materials:**

* Baker's clay (see recipe below)
* Cookie sheet or foam meat trays
* Plastic animals
* Oven
* Paint, brushes

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**Children's Role / Procedures:**

Prepare baker's clay with interested children. Allow the children to shape the clay which will serve as the base of the animal tracks. Using plastic animals, children can imprint the animal feet into the clay. When their design is complete, each child may place his / her clay onto the cookie sheet. Overnight, place the cookie sheet into a warm oven, approximately 150 degrees F. The following day the clay should be dry and ready for painting.

Baker's Clay Recipe:
4 cups flour
1 cup salt
1 1/1 cup water
1 T. Hand lotion

Small and large motor skills are developed in this activity as well as the opportunity to create a personal art product that will enhance the class play center. A sense of community is established due to the closeness of the working experience and a sense of pride in their finished product.

**Teacher's Role / Questions:**

Teachers are supporting each child's own creative self-expression while encouraging cooperative and respectful skills. If a child exhibits inappropriate behavior during the activity, it is suggested that the child be redirected to another play center until he / she can regain focus.

**Ways to Assist:**

* Introduce open-ended questions
  - "What animal tracks did you use?"
  - "How are you going to paint your Animal Track?"
* Ensure proper hygiene and clean-up

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Math: "Sorting & Classifying"** **Week of: _____**

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**Materials:**

* Leaves (dry, autumn or pre-constructed paper leaves of varying shapes, sizes)
* Paper plates
* Markers
* Paper bags

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**Children's Role / Procedures:**

Children gather leaves in their paper bags during their nature walk. Later they sit together during circle time or (during "camping", or around the "camp-fire"). Each child pulls out the leaves he / she has collected and describes them. Teacher encourages the child to mention where he / she found it, how it looks, it's shape, color, size and texture. This gives children an opportunity to verbalize concepts of shape and size.

At an activity center, children can sort their leaves into piles on the paper plates. The children should be allowed to developing sorting categories. Label these plates with these categories. After the leaves have been sorted, encourage children to talk about each plate. Also, stimulate children to compare leaves of similar sizes. This gives the children an opportunity to visually and mentally compare leaves and make judgments about their size.

**Teacher's Role / Questions:**

Teachers act as a guide or facilitator, asking questions mentioned earlier that encourage children to focus on the concepts.

**Ways to Assist:**

* Introduce open-ended questions
* Ensure clean-up

**Adaptations / Comments:**

The same activities can be done with rocks and cloth pieces. This activity will easily bridge to other art activities like making leaf imprints or leaf bracelets.

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Math: "Leaf Imprints"** **Week of: _____**

**Materials:**

- Leaves (dried, autumn)
- 8' x 11' sheets of paper
- Markers
- Glue

**Children's Role / Procedures:**

Children gather leaves in their paper bags during their nature walk. Later they select one favorite one. They can paste it on a sheet of paper and write their names and date on it. A simple activity that would get the children focusing on a specific object - their favorite leaf and gives them a chance to decide why they like it.

**Teacher's Role / Questions:**

The teacher helps the children stick the leaf onto the paper and label it. He / she also encourages the children to reason why a particular leaf is their favorite one.

**Ways to Assist:**

- Introduce open-ended questions
- Ensure clean-up

**Adaptations / Comments:**

Theses leaf pages can be bound to form a book. What would be particularly interesting is to periodically notice how the leaves are aging and drying. Children would enjoy watching the colors and texture of their favorite leaf change with each month. Such an activity would go well with other activities on growth and change.

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## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Math: "Leaf Bracelets"** **Week of: _____**

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**Materials:**

* Leaves (dried, autumn)
* Masking tape
* Scissors

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**Children's Role / Procedures:**

The teacher helps each child to wrap a strip of masking tape around their wrist with the sticky side on the outside. Then children pick their favorite leaves and stick themon their tape, making a bracelet of leaves around their wrist.

Children focus on the roundness of the tape and also get to feel the texture of the leaves against their arms. They can count the number of leaves around their wrist and compare the number with their friend's numbers.

**Teacher's Role / Questions:**

The teacher helps the children cut the tape and make the bracelet. More importantly, the teacher encourages the children to focus on the length of the tape, how it becomes a circle, and the number of leaves each child would need. The teacher also gets them to talk about why different children need different sizes. Also, they can make bracelets with bigger and smaller leaves and notice whether the number increases or decreases.

**Ways to Assist:**

* Introduce open-ended questions
* Ensure clean-up

**Adaptations / Comments:**

Although the Leaf Bracelet is very distinctly an art activity, it has lots of potential for mathematical exploration.

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Math: "Find the Lost Person"** **Week of: _____**

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**Materials:**

* Large Cardboard arrows
* Large Cardboard numbers

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**Children's Role / Procedures:**

This activity is a modified "Hide and Seek" game. A well-known adult to the children hides somewhere close. The teacher declares that the person is lost but they have directions to find them. So, the "rescue team" sets out. The teacher reads the directions - walk forward 4 steps, turn left, walk back 5 steps. The directions must be simple enough that the children are familiar with them.

The children would not only have opportunities to count but they would also experience the number and would implicitly associate the number of steps with the distance covered. Also, they get opportunities to learn and follow simple turning directions.

**Teacher's Role / Questions:**

Initially the teacher may have to model for the children - helping them count and to find the right direction. He / she can ask questions such as "Which way did I turn?" and "How many steps did you take?"

**Ways to Assist:**
* Introduce open-ended questions
* Ensure clean-up

**Adaptations / Comments:**

Not all children will take the same size or same number of steps. Teachers need to be flexible and adapt the directions according to the needs of the class. It is more important that they think and feel what they are doing than that they follow the directions accurately.

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Science: "Star Gaze at Night"** **Week of: _____**

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**Materials:**

* Florescent stars, moon
* Camp fire, tent, sleeping bags, blankets

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**Children's Role / Procedures:**

Children are encouraged to sit around the campfire and sing camp songs or share camping stories to get into the mood of night time. With the lights turned off, children will be able to verbalize the florescent galaxy that appears on the ceiling. Talk about the Big and Little Dipper, the north star and the moon.

**Teacher's Role / Questions:**

The teacher will facilitate the mood by leading songs about night time, outdoors and the stars. The teacher can ask questions about our galaxy, initiate star counting and ask children what they know about the moon.

**Ways to Assist:**
* Introduce open-ended questions
* Comfort younger children when lights are off

**Adaptations / Comments:**

This activity stimulates children's language development and vocabulary. It is meant to be a fun activity in which the children are relaxed and unafraid.

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Science: "Camp Fire"** **Week of: _____**

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**Materials:**

* Flash light with red cellophane
* Camp fire, tent, sleeping bags, blankets
* Camp books

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**Children's Role / Procedures:**

While singing camp songs or reading a camp story, have children aim their own flashlight on the campfire. Children will notice that the fire will look red and recognized that red means hot. Children might also enjoy putting the fire.

**Teacher's Role / Questions:**

The teacher will ask questions about hot and cold, what harm a fire can do and the importance of putting out a fire before leaving the camp site.

**Ways to Assist:**

* Introduce open-ended questions
* Have a cook-out to talk about the uses of fire

**Adaptations / Comments:**

The teacher can also talk about how forest fires are started and how they compare to home fires.

## Early Childhood Research Center Activity Plan
### State University of New York at Buffalo

**Theme: Nature / Exploration** **Class: Toddler / Multi-Age**
**Center: Science: "Bug Hunt"** **Week of: _____**

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**Materials:**

* Magnifying glasses
* Fake bugs
* Plastic animals

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**Children's Role / Procedures:**

One child will be asked to hide the bugs and animals with the teacher before the children enter the room. The rest of the children will be asked to find the hidden treasures. The children will use deductive reasoning when finding the bugs and animals.

**Teacher's Role / Questions:**

The teacher will ask questions about the different types of bugs. One child can act as the recorder to let other children know how many have been caught and how many there are left to find.

**Ways to Assist:**

* Introduce open-ended questions
* Talk about number counting, addition, subtraction

**Adaptations / Comments:**

As a group before the end of class, have each child hide one bug or animal. The next morning the children will enjoy trying to remember where they hid they treasure and finding it.

LIST OF BOOKS TO BE USED FOR THE CAMPING THEME
AT ECRC

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Bill Martin Jr. & John Archamboult. Listen to the rain.
Carle, E. (1977). The grouchy ladybug. New York:
Harper & Row.
Douglas, Florian. Nature walk. Greenwiller books,
New York, NY.
James Marshall. The cut-ups at Camp Custer.
Harper & Row.
Jeannie, Barker. Where the forest meets the sea.
Greenwiller Books, New York, NY.
Lois, Ehlent. Planting a rainbow. Harcourt Brace.
Jovanovich, NY.
Lyn, Littlefield. Mommy, Daddy, Me. New York,NY
Harper & Row publisher.
Nancy Winslow Parker & Joan Richards Wrigth. Bugs.
Greenville Books, New York, NY.
Rosemond, Danver. Bullfrog and Gertrude go camping.
Harper & Row,New York, NY.
Ruth, Helles. (1981). Chickens Aren't The Only Ones.
Grosset & Dunlap. New York, NY.
Stephen, Krensky. Lionel And Louise. Dial a book for
young readers. New York, NY.
William, T. George.(1991). Fishing at Long Pond.
Greenwillow Books. New York, NY.
Vira, B. Williams. Three Days on a River in a Red Canoe.
Harper & Row. New York, NY.

BIG BOOKS

Joy, Cowley. Sleeping Out.
Nicki, Weiss. Where Does the Brown Bear Go ?
Sara, Hayes. This is The Bear and The Picnic Lunch.